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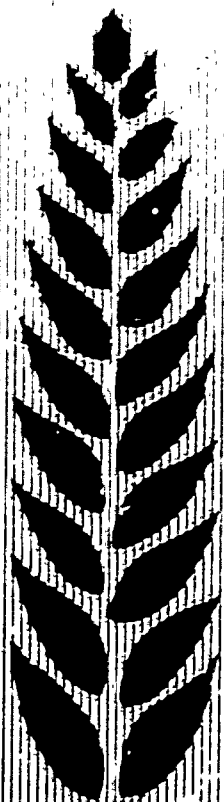
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## ABSTRACT

Data on student characteristics, student attitudes, career plans, occupational aspirations and expectations, vocational maturity, interests, skills, and attitudes were obtained for 205 students enrolled in 10 Wisconsin vocational agriculture pilot programs. Formative evaluation yielded the following major conclusions: (1) The pilot programs attracted students with non-farm backgrounds, (2) The pilot program did not employ the traditional 4-year sequence of courses in agriculture, (3) Non-farm students enrolled in the courses with very little prior occupational experience, (4) Students enrolled on an elective basis and for exploratory reasons, (5) Previous occupational experience affected career plans, (6) Residence affected career plans, (7) Students with a farm background and previous occupational experience may possess more vocational maturity than students without such experiences, (8) The students viewed themselves as possessing high interest, skill, and attitude in outdoor and mechanical vocations, (9) Vocational agriculture enrollment in seven of the nine pilot schools increased in excess of the male population of the school, and (10) The ninth grade students of the pilot program schools had recorded IQ scores in the normal or average range but had achieved below average academically. (RM)

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# **PILOT PROGRAMS IN VOCATIONAL AGRICULTURE**

**By John F. Thompson**

**REPORT NO. 2**

**CHARACTERISTICS OF STUDENTS ENROLLED  
IN WISCONSIN VOCATIONAL AGRICULTURE  
PILOT PROGRAMS, 1968-1969**

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## INTRODUCTION TO THE WISCONSIN PILOT PROGRAMS

The Committee for Pilot Vocational Agriculture Programs in Wisconsin was appointed in October, 1967, by the Wisconsin Department of Public Instruction. The committee was charged with the responsibility of drafting guidelines, initiating proposals from Wisconsin high schools, and selecting programs which test a new idea in a realistic setting. See appendix A for copies of the guidelines and application forms. Local schools were encouraged to be innovative and be imaginative in their proposals. Though given less than six weeks to formulate ideas, 24 proposals were received by the committee.

Ten programs were selected and entitled "Vo-Ag Pilot Programs." These ten were Barron, Cameron, Fort Atkinson, Janesville, Jefferson, Oshkosh, Plymouth, Rosholt, Verona and Waterloo. Fort Atkinson withdrew from the program as their established instructor resigned to accept a job with the Madison Technical College. A description of the nine programs, their objectives, curriculum outlines, is contained in Research Report No. 1. Each school is quite different. Some involve classes at the senior grade level, some involve a curriculum revision covering three or four years and one is a cooperative program between three schools. The committee did not possess the resources to provide any summative evaluation. The best it could hope to do was to gather data along the lines of student characteristics, student plans, and employment histories. Such data would be helpful to each school as well as being helpful to other teachers in the state. The committee continues to encourage each local teacher to evaluate the new program and make judgments about how well it is achieving the stated goals and how well the new program compares to the former program.



## EVALUATION--THEORETICAL CONSTRUCTS

Evaluation may be formal, informal, sensitive, abstract, adequate, good, etc. It may be any or all of these at the same time. But regardless, when blended into the background system of purposes and values, it controls the next step. This is a simple fact of life; all our decisions concerning what we should do next are controlled by our feedback system. Evaluation is value-ing. To report actual outcomes provides only a description of what happened. Evaluation requires making a judgement about the outcomes.

Program evaluation may be 'formative' or 'summative'. Formative evaluation aids in the process of developing or improving a program. Summative evaluation estimates an operational program's overall effectiveness. A researcher employing formative evaluation attempts to answer questions such as: How well is the program accomplishing what it set out to do? How can it be improved? Summative evaluation attempts to provide a basis for choosing among programs. It answers questions such as: Which of the two programs would be best in my situation? Is this program different from the one I currently have? What would I gain if I implemented this new program?

The Pilot Programs in Vocational Agriculture are evaluated using a formative framework. It is known that each of the nine pilot programs began with a different written set of expected outcomes. Also it is anticipated that many changes will be made in the content of the programs as they are developed, evaluated, re-taught, and re-evaluated. The ultimate evaluation will be made by each instructor of the respective program. The researcher and author of these research reports attempts to provide answers to questions like: Who is attracted to the pilot programs? How do the clients like them? Was it, in the students' opinion, helpful to them? Would they recommend it to their fellow students? What do the seniors plan to do as they graduate? What were the seniors doing 6 months after high school graduation?

## TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION TO THE WISCONSIN PILOT PROGRAMS . . . . .	ii
EVALUATION--THEORETICAL CONSTRUCTS . . . . .	.iii
STUDENT CHARACTERISTICS . . . . .	1
Age, Sex and Grade	
Residence	
Prior Experience in Vocational Agriculture	
Scholastic Performance in Prior Vocational Agriculture	
Scholastic Performance in Prior Academic Courses	
Occupational Experience	
Extra-Curricular Activities	
REASONS FOR PARTICIPATION . . . . .	7
Factors in the Students Decision to Enroll	
Student Objectives	
The Type of Help Students Expect	
CAREER PLANS . . . . .	13
Type of Career Planned	
Consistency of Career Plans	
OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS . . . . .	17
Aspiration-Expectation Difference	
RELATEDNESS OF ALL INDICATED CAREER PLANS . . . . .	22
VOCATIONAL MATURITY . . . . .	23
PERSONAL TRAITS . . . . .	25
VOCATIONAL INTERESTS, SKILLS AND APTITUDES . . . . .	25
ENROLLMENT HISTORY . . . . .	26
NINTH GRADE STUDENTS IN THE PILOT PROGRAMS . . . . .	29
CONCLUSIONS . . . . .	32

## STUDENT CHARACTERISTICS

### Age, Sex and Grade

An analysis of student characteristics (Table I) reveals significant facts and it is necessary to keep these facts in mind throughout one's reading of this report concerning the first year of the pilot programs. The students of the agriculture pilot programs are predominantly upper classmen with 54 percent of the total group being classified as seniors and 79 percent being either 16 or 17 years of age. Also significant is the fact that 113 of the 198 students or 57 percent of the total group are students in large schools (Janesville and Oshkosh). The programs at Janesville and Oshkosh are respectively 4 and 3 years in length. The other seven programs are offered primarily for seniors and are one year in length. Where the programs are offered for seniors in small schools the average enrollment is 12.1 students. The pilot programs attracted a limited number of girls (4 percent) and these are limited to two schools.

TABLE I - STUDENT CHARACTERISTICS (AGE, SEX, AND GRADE) ACCORDING TO SCHOOL

Student Characteristics		School									Total	Percent Total
		Barron	Cameron	Janesville	Jefferson	Oshkosh	Plymouth	Rosholt	Verona	Waterloo		
A. Age	15	0	0	0	0	19	1	0	0	0	20	10
	16	0	0	19	0	23	9	2	3	5	61	31
	17	7	5	32	5	11	4	13	11	7	95	48
	18	2	1	7	3	0	1	2	1	1	12	9
	19	1	0	1	0	1	0	0	1	0	4	2
B. Sex	M	10	6	59	8	51	15	12	16	13	190	96
	F	0	0	0	0	3	0	5	0	0	8	4
C. Grade	10	0	0	0	0	20	0	0	0	0	20	10
	11	0	0	23	0	27	11	0	0	6	67	34
	12	10	6	36	3	3	4	17	16	7	107	54
	no response	0	0	0	0	4	0	0	0	0	4	2
Totals		10	6	59	8	54	15	17	16	13	198	100

## Residence

Forty-seven percent of the pilot program students were from a city or town and 19 percent were rural non-farm residents; thus 56 percent of the students have a non-farm background. This is a much higher proportion than the 1968-69 state average of 18 percent of all high school vocational agriculture students being from non-farm homes. These data are shown in Table II. The trend toward non-farm students in the agriculture pilot programs is not restricted to large city departments. When each school was considered individually, it was found that over 40 percent of the pilot course enrollees were non-farm students in seven of the nine pilot schools.

TABLE II - DESCRIPTION OF PILOT PROGRAM PARTICIPANTS ACCORDING TO RESIDENCE

Residence	Number	Percent of Total (N=198)
Farm		
Less than 99 acres	17	9
100 to 199 acres	27	14
200 to 299 acres	15	8
over 300 acres	8	4
Total Farm Students	67	34
Rural Non-Farm	38	19
City or Town	93	47
Total Non-Farm Students	131	66
Total	198	100

## Prior Experience in Vo-Ag

The majority of the pilot course enrollees were already familiar with Vocational Agriculture as 59 percent of the enrollees had prior experience in vocational agriculture. Thus 41 percent of the enrollees were having their first contact with vocational agriculture through this pilot course. However, a large percentage of those who were previously exposed to vocational agriculture appear to have entered their respective departments at a stage later than 9th grade. As evidence of late entrance into agriculture, 48 of the 107 seniors reported having had the 3 prior years of agriculture which twelfth graders could have if they had begun vocational agriculture in grade nine. Further consideration shows that one-half of the 37 students who reported having had one prior year of agriculture were seniors. As one would expect, the concentration of students without prior agriculture was in the non-farm group. Seventy-one percent of the group that used this course for their first exposure to vocational agriculture were non-farm residents.



In the nine pilot schools agriculture has become increasingly popular with non-farm students. These pilot programs appear to be making good progress toward reaching more of these potential enrollees. The fact that 64 percent of the town and city residents enrolled have had less than two years experience in agriculture shows that this group of students has only recently become interested in the agriculture program.

### Scholastic Performance in Prior Agriculture

As we consider the performance of these students in their past vocational agriculture work, Table III shows that almost all of the 113 who had previous experience perceived themselves as average or above average in terms of grades in prior vocational agriculture. These data also reveal that a higher percentage of farm residents reported above average grades in agriculture than did non-farm residents. These data show the affect of residence on performance in vocational agriculture, to the point of suggesting that farm residents are scholastically superior in agricultural courses to non-farm students. Another interpretation of these data is that the pilot programs appeal to the non-farm student of average ability while also attracting above average students who have taken prior agriculture courses and/or have a farm background.

The implications of this begin to raise two basic questions. These are: (1) Is there a need for re-examining evaluation procedures in Vocational Agriculture? and (2) Are students of urban backgrounds with average or lower academic abilities in fact being added to the agriculture departments?

TABLE III - RELATION OF RESIDENCE TO SCHOLASTIC PERFORMANCE IN PREVIOUS VOCATIONAL AGRICULTURE

Scholastic Performance In Prior Vo-Ag	Residence					
	Farm Students		Non-Farm Students		Group Totals	
	Number	Percent	Number	Percent	Number	Percent
Above Average Grades	19	40	17	26	36	32
Average Grades	28	58	41	63	69	61
Below Average Grades	<u>1</u>	<u>2</u>	<u>7</u>	<u>11</u>	<u>8</u>	<u>7</u>
Sub-Totals	48	100	65	100	113	100
No Prior Vo-Ag	<u>19</u>		<u>66</u>		<u>85</u>	
Totals	67		131		198	

### Scholastic Performance in Prior Academic Courses

On the basis of academic grades that the enrollees are reporting, the members of the pilot group are largely students of average scholastic ability. As Table IV reveals, nearly 20 percent of the enrollees indicate that they have earned average grades in prior academic work. A contrast to results reported in the previous section is the discovery that residence affects grades received in academic courses to a much lesser extent than it was shown to influence vocational agriculture grades. It was reported in the above section that 14 percent more farm students received above average agriculture grades than did non-farm residents. By comparison, only 6 percent more farm students than non-farm, reported above average grades in past academic work.

Success in academic courses was close to the same for the students with prior experience in the agriculture as it was for those students new to vocational agriculture. These results could serve to contradict suspicion raised previously that students who were new members of the departments may be below average scholastically.

TABLE IV - PAST GENERAL SCHOLASTIC PERFORMANCE REPORTED BY PILOT PROGRAM PARTICIPANTS

Grades in Vocational Agriculture	Above Average Average Below Average Total (Percent when N = 198)			(Percent)
No Prior Vocational Agriculture	4	34	4	42
Above Average	6	11	1	18
Average	2	32	2	35
Below Average	<u>0</u>	<u>2</u>	<u>2</u>	<u>4</u>
Totals	12	79	9	100

### Occupational Experience

The background that the pilot program students had in terms of occupational experience is explained in Table V. Determination of extensive experience programs was largely a value judgment to identify well developed occupational experience programs. An example of a well developed occupational experience program includes ownership of crop or livestock programs that have been developed past the initial stages and show potential as an enterprise. Occupational experience requiring 20 hours or more per week was also considered extensive.

Thirty-six percent of the students reported no previous occupational experience in agriculture. This is similar to the figure of 42 percent which represents that portion of the students who were not enrolled in agriculture prior to this course. This indicates that most of the 81 students not previously enrolled are completely unfamiliar with agriculture, and they bring little or no related background and experience to the pilot programs.

Additional evidence that the lack of a common background makes this a teaching challenge is found in Table VI. This table shows that farm residents were more likely to have had occupational experience than were non-farm residents. In fact 87 percent of those students getting their first exposure to occupational experience as a result of the pilot program were non-farm students. This observation, coupled with the fact that 48 percent of the non-farm students had not been enrolled in agriculture prior to the pilot course, indicates that a very diverse group of students in terms of experience are enrolled in the pilot courses.

TABLE V - PERCENT OF STUDENTS POSSESSING OCCUPATIONAL EXPERIENCE

Occupational Experience Prior to Enrolling	Students	
	Number	Percent
Extensive in Agriculture	30	15
Some in Agriculture	97	49
Total Having Had Prior Experience in Agriculture	127	64
Non-Agricultural Occupational Experience	9	5
Occupational Experience For This Course First They Are To Have	62	31
Total Without Prior Agricultural Experience	<u>71</u>	<u>36</u>
	198 198	100 100

TABLE VI - INFLUENCE OF RESIDENCE ON OCCUPATIONAL EXPERIENCE PRIOR TO ENROLLING IN THE PILOT COURSE

Experience Prior to Participating in the Pilot Course	Farm		Non-Farm		Totals	
	Number	Percent	Number	Percent	Number	Percent
Extensive Experience in Agriculture	25	83	5	17	30	100
Some Experience in Agriculture	34	55	63	65	97	100
Some Non-Agricultural Work Experience	0		9	100	9	100
Their First Exposure to Occupational Experience Through Pilot Course	8	13	54	87	62	100
Totals	67	35	131	65	198	100

#### Extra-Curricular Activities

Student distribution among six levels of extra-curricular involvement is displayed in Table VII. These levels of extra-curricular involvement were classified as follows:

1. Intensive: Two activities in school and one out (or reverse) plus officer.
2. Active: Two activities in school and one out (or reverse).
3. Intensive in school: Two or more activities plus officer.
4. A little active in school: One or two organizations or activities.
5. Active in out-of-school organizations: At least one activity out of school with none in school.

In general the students of the pilot programs were active. One-third of the total were involved in both school and out of school activities while nearly one-half confined their activities to one or two organizations in school. Residence appeared to have very little effect on students' participation in extra-curricular activities. Of particular interest is the fact that farm residents were involved in slightly more extra-curricular activities than were non-farm students. Activities classified as out-of-school were slightly more popular with non-farm students. However, when all types of extra-curricular activities were considered, 40 percent of the farm students were classified as actively to intensively involved, as compared to 32 percent from the non-farm group in that



category. To further support this, only 6 percent of the farm students reported no activity, and 13 percent of the non-farm residents reported being involved in no extra-curricular activities.

TABLE VII - PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES REPORTED BY PILOT PROGRAM PARTICIPANTS

Extra Curricular Activities	Percent Reporting
1. Intensive	14
2. Active	20
3. Intensive in school	8
4. A little active in school	37
5. Active in out-of-school organizations	
6. No activity reported	<u>13</u>
Total	100

#### REASONS FOR PARTICIPATION

This section provides information concerning two questions. These are: (1) What was the most influential reason in the students decision to enroll in pilot programs? (2) What objectives do the students establish for these courses and what type of help do they expect?

The questionnaire included three objective or fixed alternative type questions which became the source of data for this section. Response to these three questions very consistently pointed to the conclusion that the majority of students have not entered a realistic stage of occupational choice, and as such are primarily interested in exploring occupations and the world of work.

#### Factors in the Students Decision to Enroll

Each student was asked to select from the list in Table VIII, the basis on which he enrolled in the pilot course. The summary of responses reveals the total of rationales that students have for their pilot program enrollment. The responses indicate that the students enrolled on an elective basis as shown by the fact that almost all of them enrolled as a result of their own decision.

These data may support the trend toward students enrolling in the pilot program for exploratory reasons. Reason number three in Table VIII would be attractive to students having definite or career preparation objectives. Thirty-seven percent chose that reason as compared to forty-six percent choosing number eight, which appears to identify most of the students with exploratory objectives. The other six reasons included in the table could also be interpreted as exploratory, thereby adding the seventeen percent to the group enrolled for exploration. This results in 63 percent of the cases in which their decision to enroll was guided by exploratory reasons and 37 percent who had career plans that shaped that decision. This 6-4 exploratory-definite ratio is very similar to figures shown later in Table XI.

TABLE VIII - REASONS FOR ENROLLING IN THE PILOT PROGRAMS

Reasons for Enrolling in this Vocational Course	Student Responses	
	Number	Percent
1. I was assigned to the course	1	0.5
2. There weren't any other courses I wanted to take	19	10.0
3. It fits into my career plans for the future	74	37.0
4. My friends are taking it	2	1.0
5. I was advised by the guidance counselor to take it	5	3.0
6. I was urged by the instructor of the course to take it	2	1.0
7. I really don't know why I am taking it	2	1.0
8. To find out what it would be like to follow this kind of work	92	46.0
9. No response	<u>1</u>	<u>0.5</u>
Totals	198	100.0

On the basis of the reasons for enrolling, all schools except Cameron, Barron and Rotholt closely follow the pattern set by the group in regard to the ratio of exploratory to definite enrollees. In these three schools over 80 percent appear to be enrolled for exploratory reasons.

Tables IX and X are included to show relationships existing between factors in the students decision to enroll and other background characteristics. The two factors listed as stubs in the tables are the obvious exploratory and

definite reasons discussed above. The remaining six reasons reported in Table VIII are referred to collectively as "other reasons."

It will be recalled that students were assigned to the following categories to explain prior occupational experience: (1) extensive experience in agriculture, (2) some occupational experience in agriculture, (3) some non-agricultural work experience, (4) no occupational experience prior to enrolling. Categories one and two can combine to form a group having had occupational experience in agriculture; while three and four make up the group without prior occupational experience in agriculture. Table IX compares these two reasons to the two categories of occupational experience and reveals that extensive experience may be a factor influencing students to enroll for career preparation rather than career exploration. Of the students who had extensive occupational experience, 2 out of 3 enrolled in the pilot programs for career preparation. This was true for 1 out of 3 of those students lacking previous occupational experience in agriculture. While previous occupational experience had a very noticeable affect on the expressed reason for enrolling, Table X shows that residence had little or no affect on reasons leading to the students decision to enroll.

TABLE IX - REASONS FOR ENROLLING EXPLAINED IN RELATION TO PREVIOUS OCCUPATIONAL EXPERIENCE

Reasons for Enrolling in This Vocational Course	Prior Occupational Experience				Totals For Group	
	Extensive Experience in Agriculture		First Experience as Part of this Course			
	Number	Percent	Number	Percent	Number	Percent
	1. It fits into my career plans for the future	19	63	21	34	74
2. To find out what it would be like to follow this kind of work	7	23	23	53	92	46
3. Other reasons	<u>4</u>	<u>14</u>	<u>8</u>	<u>13</u>	<u>32</u>	<u>17</u>
Totals	30	100	62	100	198	100

TABLE X - INFLUENCE OF RESIDENCE ON REASON SELECTED FOR ENROLLING

Reasons for Enrolling in This Vocational Course	Residence				Totals For Group	
	Farm		Non-Farm		Number	Percent
	Number	Percent	Number	Percent		
1. It fits into my career plans for the future	26	39	48	37	74	37
2. To find out what it would be like to follow this kind of work	32	47	60	45	92	46
3. Other Reasons	<u>9</u>	<u>14</u>	<u>23</u>	<u>18</u>	<u>32</u>	<u>17</u>
Totals	67	100	131	100	198	100

### Student Objectives

#### Exploration or Career Preparation:

Once enrolled what general objectives did the students have for the pilot courses? This discussion is concerned with summarizing and explaining the results when students were asked whether they had established career exploration or career preparation as the general objective for this vocational course. In Table XI these alternatives are listed as they were phrased on the questionnaire. Number one represents an exploratory objective and number two includes students with objectives involving occupational preparation. The students' choice between these alternatives was a matter of deciding on his personal objective for the course, based largely on where he finds himself in the process of occupational choice. Sixty-nine percent of the students had exploratory objectives. These data are consistent with the 6-4 exploratory-definite ratio discussed earlier and indicates one type of validity for the instrument.

It is helpful to take a closer look at each of the two groups in Table XI. When each group is analyzed in relation to earlier mentioned student characteristics, some interesting trends are discerned. For example, Table XII shows that farm residents were more likely to be among the group that expects the course to meet career preparation objectives than were non-farm students.

When these objectives were compared with previous occupational experience (Table XIII), it was revealed that students with previous work experience in agriculture had more definite career objectives in mind when they enrolled than did those with no prior work experience connected with agriculture. The category prior occupational experience in agriculture reported in Table XIII was obtained by combining the "extensive" and "some" categories (Table VI).



TABLE XI - SELECTION OF A GENERAL EXPLORATORY OR DEFINITE OBJECTIVE

Questionnaire Alternatives	Student Responses	
	Number	Percent
1. Help to make a decision in regard to choosing an occupation.	137	69
2. Help to qualify in an area already chosen.	56	29
3. No response	<u>5</u>	<u>2</u>
Totals	198	100

TABLE XII - INFLUENCE OF RESIDENCE ON PILOT COURSE OBJECTIVE SELECTED BY STUDENTS

Student Objectives	Residence				Totals For Group	
	Farm		Non-Farm			
	Number	Percent	Number	Percent	Number	Percent
	1. Help to make a decision in regard to choosing an occupation	38	57	99	76	137
2. Help to qualify in an area already chosen	28	41	28	21	56	29
No response	<u>1</u>	<u>2</u>	<u>4</u>	<u>3</u>	<u>5</u>	<u>2</u>
Totals	69	100	131	100	198	100

TABLE XIII - EXPLORATORY AND CAREER OBJECTIVE GROUP EXPLAINED IN TERMS OF PREVIOUS OCCUPATIONAL EXPERIENCE

Student Objectives	Occupational Experience				Totals For Group	
	Prior Work Experience in Agriculture		No Prior Work Experience in Agriculture			
	Number	Percent	Number	Percent	Number	Percent
1. Help to make a decision in regard to choosing an occupation	81	64	56	80	137	69
2. Help to qualify in an area already chosen	43	34	13	18	56	29
No response	<u>3</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>5</u>	<u>2</u>
Totals	127	100	71	100	198	100

TABLE XIV - SELECTION OF ONE OR MORE SPECIFIC NEEDS THE COURSE IS EXPECTED TO MEET

Questionnaire Alternatives	Number of Responses
1. Making it easier to make a wise decision when choosing an occupation	100
2. Learn knowledge and skills for capability in a specific job to be taken after high school	74
3. Help to locate a job after graduation from high school	56
4. Help to prepare for a post-high vocational-technical course	46
5. Learn good work habits	44
6. Help understand how to get a good job	30
7. Help to get ready for an apprenticeship	18
8. Help to make other courses more meaningful	14

When these two categories are analyzed separately well over 50 percent of the students with extensive experience expressed definite career objectives. In other words, when compared to a student with no prior work experience in agriculture, a student with extensive agricultural experience program in his background was three times more likely to have well defined career objectives.

#### The Type of Help Students Expect

A third question in the series accumulated data on more specific objectives, or what may be called needs that students expected their respective courses to meet. Students were able to select one or more of the eight alternatives that are seen listed in Table XIV according to their popularity. The same consistent ratio between responses to exploratory and career objectives is evident here also, and needs little explanation. Alternative number one represents a common exploratory objective and number two was one of the most popular career preparation objectives.

It seems that a fitting summary to this section on reasons for participation is that students at the age and grade level studied were acutely aware of the need to decide on an occupation. The need for a means to explore occupational areas was the result of that awareness and thus the pilot programs are serving student needs. Also the students divide themselves in two distinct groups considering basis on which they enrolled in the course. These two groups are maintained as one examines the student objectives for the respective courses.

### CAREER PLANS

#### Type of Career Planned

The questionnaire included a series of four subjective or open-ended items to supply data on students career plans. The first in the series was a question asking them to state their preference if they were absolutely free to go into any occupation.

Responses to this question were placed in agricultural or non-agricultural groups, with the agricultural interests being classified according to occupations in Research, Industry, Business, Education, Communications, Conservation, Services, or Farming. The responses of the group to this question are included in Table XV. It was necessary to combine Research, Industry, Business, Communications and Education and report them as other agricultural occupations. Three in five students (5 percent) gave reasons that were classified as agricultural.

To help clarify this table, and perhaps the entire section on career plans, it should be pointed out that a rather rigid approach was taken by the researcher in classifying agricultural occupations. This is perhaps the main reason for what may be interpreted as a high level of non-agricultural career interests. However, many of the occupations in this section considered non-agricultural by the researcher and have a potential for becoming agricultural-related or

or agri-business jobs. Examples of these would be the many respondents who indicate an interest in working as a carpenter, mechanic, truck driver, welder, or similar occupations if such jobs were located in the agricultural businesses.

A student's career plans can be affected by other characteristics in his background. Residence has a noticeable influence. From the residence-career plans relationship as it is explained in Table XV, the following generalizations can be made:

1. Farm students seem to be making a choice between either farming or non-agricultural occupations.
2. Non-farm students appear to be making a choice between conservation work and non-agricultural occupations.
3. This table is one of the few situations where it is possible to see a significant difference between rural non-farm and city residents. A conclusion will be contingent upon studying a larger number of rural non-farm students in later stages of the evaluation.

Although Table XVI did not establish a strong relationship between agricultural career plans and experience in vocational agriculture, it does reveal a group of 38 students who have had neither agricultural career plans nor previous experience in vocational agriculture. It seems accurate to label that group as being enrolled for purely exploratory reasons. This group was significant because it included one student in every five.

Further analysis of these data provided two other interesting insights on career plans. These were: (1) more than two years of previous vo-ag work only slightly strengthened the tendency for a student to plan an agricultural career. (2) Fifty-six students, of which 53 are from Janesville or Oshkosh, would like to enter conservation work. Three-fourths of that group had less than 2 years of vocational agriculture. This gave reason to believe that they may have been in the "fantasy" stage of vocational development. If that be the case, their vocational agriculture class must address itself to the responsibility of bringing them through the fantasy stage and into the realistic stage of that developmental process.

It has been difficult in this section to point out any characteristic that has a direct influence on career plans. Scholastic performance in vo-ag was shown to have no effect. Previous occupational experience in agriculture had only a slight influence on the students planning for either an agricultural or non-agricultural career. There was, however, a definite tendency for the 30 students who had been exposed to extensive experience in agriculture to plan related careers. Almost one-half of that group planned to farm and another one-third had plans for other agricultural occupations.



TABLE XV - AGRICULTURAL CAREER INTERESTS BY RESIDENCE

Agricultural Careers	Residence								Group Totals				
	Farm				Rural Non-Farm						City or Town		
	Number		Percent		Number		Percent		Number		Percent		
1. Conservation Occupations	5		7		8		21		43		45	56	29
2. Farming	27		40		3		8		4		4	34	17
3. Agricultural Service Occupations	3		5		3		8		4		4	10	5
4. Other Agricultural Occupations	3		5		0				5		6	9	4
5. Non-Agricultural Occupations	27		40		22		58		35		39	84	42
6. No Response	2		3		2		5		2		2	6	3
Totals	67		100		38		100		93		100	198	100

TABLE XVI - INFLUENCE OF PREVIOUS PARTICIPATION IN VOCATIONAL AGRICULTURE ON CAREER PLANS

Career Plans	Previous Participation					
	Not Enrolled in Vo-Ag Prior to Pilot Course		Enrolled in Vo-Ag Prior to Pilot Course		Group Totals	
	Number	Percent	Number	Percent	Number	Percent
Planning an Agricultural Career	47	55	61	55	108	51
Planning a Non-Agricultural Career	38	45	46	40	84	46
No Response	0	—	6	5	6	3
Totals	85	100	113	100	198	100

#### Consistency of Career Plans

Had the students' thinking on career choice matured to the point that it had narrowed to a related cluster of occupations? Or, are they still considering a wide range of jobs as is characteristic of the early teenage years? To answer this we analyzed the second question in the series on career plans. The students were requested to do more specific thinking in this case as each student was asked to list three occupations that he was seriously considering entering. The three occupations in that list were compared and rated as consistent or inconsistent. As a guideline for the rating, the vocational classifications listed in Table XV were used. The criteria for earning a consistent rating was 2 of the 3 occupations indicated, falling within one of those 10 classifications.

The results show that 6 in every 10 students had inconsistent occupational objectives at the time this study was made. Table XVII displays a complete breakdown of the ratings. This 60-40 inconsistent-consistent ratio remains the dominant pattern even when the group is broken into smaller segments for more careful study. In only two of the schools, which in this case involved less than 15 students, was a departure from this pattern noticed. Tabulating these consistency levels with residence and occupational experience, again fails to reveal any significant relationships. As a result of those two tabulations it can only be said that non-farm residents and those with some occupational experience in agriculture were more prone to give inconsistent lists of occupations than were their counterparts.

To summarize, since none of the student characteristics identified in this study were a direct influence on having consistent occupational objectives, it would seem a reasonable assumption that the trend or ratio in this group is a common characteristic of youth in the 16 and 17 year age category.

TABLE XVII - CONSISTENCY OF OCCUPATIONS BEING CONSIDERED

Level of Consistency	Group Results	
	Number	Percent
Consistent	75	38
Inconsistent	119	60
No Response	<u>4</u>	<u>2</u>
Totals	198	100

#### OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

To provide data on occupational aspirations, each student was asked to state the type of work he really hoped (aspirations) to get in the future. The next and last question in the series on career plans asked for the type of work he really expected (expectation) to get. Differences between these two classifications reflects what one would really like to do for a living and what he really expects to do. Table XVIII presents the analysis when aspirations and expectations are classified according to the U.S. Employment Service scheme which is a socio-economic scale.

Later in this section is presented a comparison of the aspirations and expectations revealed the following points:

- a. The responses to the question on expectation show a general downward shift in comparison to aspiration. This is normal. That is most people aspire to higher socio-economic positions than they expect to obtain.
- b. Ninety-seven students aspired to agricultural occupations, but only 74 expected to reach that goal. Earlier in this report reference was made to a group of about 50 non-farm students who were considering careers in conservation. Conservation was perhaps strictly an aspiration or fantasy choice of about one-half of that group; thus providing a plausible explanation for this difference of 23 students.

- c. The semi-skilled and no response categories appear to have absorbed the bulk of students who expected occupations lower than those to which they aspired. It is interesting to note that 11 percent could not respond when asked what type of work they really expected to get.

These points and generalizations (particularly b) are again supported by data in the farm - non-farm residence comparison (Table XIX). This table also gives advance recognition to a point which will come up again; the assertion that the aspiration-expectation gap is less among farm students than it is in the non-farm group.

TABLE XVIII - OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF PILOT PROGRAM ENROLLEES

Occupational Level	Percent of Total	
	Aspiring to	Expecting
1. Professional and Management	9	5
2. Clerical and Sales	4	5
3. Service Occupation	5	7
4. Agricultural Occupations	49	37
5. Skilled Occupations	19	19
6. Semi-skilled Occupations	9	15
7. Unskilled Occupations	0	1
No Response	<u>5</u>	<u>11</u>
Totals	100	100



TABLE XIX - AFFECT OF RESIDENCE ON OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

Occupational Level	Percent Responses			
	Farm		Non-Farm	
	Aspired To	Expected	Aspired To	Expected
1. Professional and Managerial Occupations	11	4	9	6
2. Clerical and Sales Occupations	3	6	5	6
3. Service Occupations	5	3	5	8
4. Agricultural Occupations	47	48	50	32
5. Skilled Occupations	24	22	18	17
6. Semi-Skilled Occupations	4	6	9	20
7. No Response	6	13	4	11
Totals	100	100	100	100

One of the most interesting revelations in Table XIX is the lack of difference between aspiration and expectation levels within the group of farm boys who planned for agricultural occupations. Also, with 47 percent of the farm youths aspiring to agricultural occupations, one could get the impression that the old idea that "they can always go back to the farm" is vanishing. On the non-farm students' side, it is also easy to get the impression that the semi-skilled expectation response from 20 percent of the non-farm students was the factory work to which they felt they could resort. This semi-skilled category has definitely absorbed the non-farm students who did not expect the agricultural occupation to which they aspired. The wide aspiration-expectation difference that the non-farm students reported in agricultural occupations plans was another indication of their common aspiration to conservation occupations.

**Aspiration - Expectation Differences:** To provide a meaningful description of differences between aspiration and expectation it was necessary to consider the responses of each student and decide whether his aspiration was higher than, the same as, or lower than his expectation. Distributing students among these categories (Table XX) revealed that in slightly more than half of the cases no significant difference existed between the levels of their aspiration and expectation. On the basis of those results we assume that students in that group (54 percent) are ready to make realistic career plans. Findings of this nature are in close agreement with those reported in "Reasons For Participation" and "Consistency of Career Plans."

The data from Table XXI suggests a definite relationship between residence and aspiration-expectation differences. It was found that two out of three farm students expected to obtain occupations on the same socio-economic level to which they had aspired. This was true for one out of two non-farm students. In addition to the influence of residence shown in that table, the extent of aspiration-expectation differences was also related to occupational experience. Extensive occupational experience in agriculture prior to this course has been shown to be largely a characteristic of farm students. Three out of four students having had this type of experience were found in the group whose aspiration and expectation was at the same level. This was true for less than one out of every two students without prior work experience.

Students enrolled in the agriculture pilot programs, then, who have farm backgrounds appeared to have clear occupational objectives and future plans, had more definite ideas on what they were expecting from high school and the pilot programs, and seemed to know where they were headed in life. Caution needs to be exercised here. It is normal for a student to aspire to higher occupations than he expects to obtain. As he matures this aspiration-expectation gap narrows. Additional data are needed before one can conclude which of the two groups shows more maturity. This will be discussed under a later section of this report entitled vocational maturity.

TABLE XX - SUMMARY OF ASPIRATION-EXPECTATION DIFFERENCE

Aspiration-Expectation Comparison	Percent of Total
1. Aspiration higher than Expectation	36
2. Aspiration same level as Expectation	54
3. Aspiration lower than Expectation	6
No response	<u>4</u>
Total	100

TABLE XXI - INFLUENCE OF RESIDENCE ON ASPIRATION-EXPECTATION DIFFERENCES

Aspiration-Expectation Comparison	Residence			
	Farm		Non-Farm	
	Number	Percent	Number	Percent
1. Aspiration higher than Expectation	19	27	53	40
2. Aspiration same as Expectation	41	63	66	52
3. Aspiration Lower than Expectation	4	6	7	5
No response	<u>3</u>	<u>4</u>	<u>5</u>	<u>3</u>
Totals	67	100	131	100

# RELATEDNESS OF ALL INDICATED CAREER PLANS

As each student replied to the series of questions on career plans, he developed his own list of six career and occupational interests. What can be revealed by analyzing the student's entire set of plans to determine relationships among the responses?

The list of responses from each student was studied and classified in terms of relatedness. If most of the jobs listed required generally the same level of education or if the jobs required the same general type of work to be performed, they were listed in category one. Examples: Teachers, farmers, county agents, foresters, and veterinarians are professions requiring college. Salesmen, teachers, and game wardens are related in that they are jobs that require the worker to work with people. On the other hand one student indicated aspired to and expected were "A president of a big company", "policemen", "firemen", and "conservationists." These jobs are not related educationally, they require vastly different skills, a different style of life is associated with them and the pay level varies greatly.

Group totals for this classification are reported in Table XXII. On the basis of these data, 40 percent of the vocational agriculture students had already limited their plans to a related cluster of occupations. Very little further information can be found in studying the influence other variables in this study had on relatedness. Both farm and non-farm residents consistently followed the group pattern. One continues to be impressed by the 60-40 ratio that continues. Here it is reported that 40 percent of the students had narrowed their occupational choices to a group of occupations that had high educational and/or work relationships. Earlier it was reported that 40 percent of the students had consistent occupational objectives. Prior to that in the section on career plans, it was reported that 40 percent of the students enrolled in the classes for definite rather than exploratory reasons.

TABLE XXII - RELATIONSHIP EVIDENT AMONG THE STUDENT'S RESPONSE TO CAREER PLANS QUESTION SERIES

Relatedness	Percent of Total
1. Highly related educationally and/or work-wise	40
2. Plans lacking in educational relationship	19
3. Plans lacking in work relationship	7
4. No relationship evident	32
No response	2
Total	100



### VOCATIONAL MATURITY

A vocational maturity score was calculated for each student. It was possible for him to accumulate a maximum of eight points. The following qualifications were based on questionnaire responses, and were necessary to earn points toward their score:

Extensive occupational experience in agriculture - award one point

Intensive participation in extra-curriculum activities - award one point

Selection of career preparation as a general objective - award one point

Indication of career plans as the basis for their decision to enroll - award one point

Indicate preparation for a career or post-secondary course as the type of help expected from the pilot program - award one point

Expect an occupation on the same socio-economic level to which they aspired - award one point

All indicated career plans classified as highly related - award two points

Total possible ----- eight points

Use of these criteria distributed the majority of students in the one through four score range. To supplement the details of student-score distribution shown in Table XXIII, it should be pointed out that 2.97 was the mean vocational maturity score of the entire group.

The student's vocational maturity score was a function of the seven integral parts already explained. Tables relating those variables or characteristics to maturity scores, therefore, showed a strong positive correlation in every case. More meaningful data was provided by studying relationships between student's scores and other characteristics that were not factors in that score. Residence had a very obvious influence on vocational maturity scores. In relating residence to scores (Table XXIV) it was revealed that one-half of the farm students received scores of four and above, while only one-third of the non-farm students were in that score range. Mean scores for the two groups provided even more convincing evidence of that trend. Calculation revealed a mean score of 3.45 for farm, compared to 2.69 for non-farm students. This gives more support to the contention that these pilot courses attracted above average farm students, while at the same time attracting non-farm students more typical of high school youth.

Aspiration, expectation and academic grades were other variables which were not used in calculating the vocational maturity; but were significantly related to those scores. The aspiration-expectation difference was a factor in determining student scores; therefore, it is not surprising that all students

scoring five and above had aspirations that were identical to their expectations. A more meaningful finding was that the high scoring students were much more likely to have agricultural career goals than was the group scoring below five.

When academic grades improve, vocational maturity scores also seem to increase. One-half of the students reporting above average grades, scored above four on the vocational maturity scale. That compares to only one-fourth of the total group receiving scores above four.

To summarize, the wide distribution of scores seems to be the dominant point of this section. This underscores the idea that these courses are being challenged to meet the needs of students representing all phases and stages in the vocational development process.

TABLE XXIII - DISTRIBUTION OF VOCATIONAL MATURITY SCORES

Score	Students Receiving	
	Number	Percent
0	17	9.0
1	34	17.0
2	42	21.0
3	32	16.0
4	29	15.0
5	20	10.0
6	16	8.0
7	7	3.5
8	<u>1</u>	<u>0.5</u>
Totals	198	100.0

TABLE XXIV - VOCATIONAL MATURITY SCORES DESCRIBED ACCORDING TO RESIDENCE

Score Range	Residence				Group Totals	
	Farm		Non-Farm		Number	Percent
	Number	Percent	Number	Percent		
Receiving Scores 0-3	34	51	91	70	125	63
Receiving Scores 4-8	<u>33</u>	<u>49</u>	<u>40</u>	<u>30</u>	<u>73</u>	<u>37</u>
Totals	67	100	131	100	198	100

### PERSONAL TRAITS

It is helpful to have as much information as possible about the type of clientele being served by these programs. Table XXV can add information by providing a summary on the evaluation these students made of their own personality strengths and weaknesses. The students were presented the eight personal traits listed in that table with a definition accompanying each. They then checked one of the four columns to rate themselves for each trait.

Over one-half of the group selected "good" in describing the extent to which he possessed each of the personality traits. The combination of "good" and "fair" ratings accounted for well over three-fourths of the 198 students. These proportions consistently held true for each of the traits listed (Table XXV). Although the group totals were very similar for all traits, it is possible to recognize that they regarded reliability and cooperation as strong personal traits, while lack of warmth appeared to be a mutual weakness.

TABLE XXV - SUMMARY OF STUDENTS SELF-PERCEPTION OF PERSONALITY TRAITS

Personal Traits	Number of Students Responding			
	Superior	Good	Fair	Poor
Initiative	13	125	56	4
Courage	20	124	49	4
Perseverance	25	105	63	4
Reliability	32	128	37	1
Cooperation	38	116	42	2
Warmth	18	101	76	3
Heatness	25	110	55	7
Courtesy	32	116	50	0

### VOCATIONAL INTERESTS, SKILLS AND APTITUDES

An interest is something you like or enjoy, a skill is an ability or something you can do, an aptitude is a potential ability or skill. Along with these definitions, the students were specifically cautioned to consider interest, skill, and aptitude as separate entities when rating themselves. The basis on which they

made their self-evaluation was the classification system as shown in Figure 1. The system was explained by including several examples of occupations characteristic of each classification. The student made an assessment of his own interest, skill and aptitude in regard to each of the ten vocational classifications. Each rating was on a zero to five scale. Within that scale, a zero response meant no interest, skill or aptitude and a five indicated high interest, skill or aptitude. Numbers 1, 2, 3, 4 expressed varying intermediate levels.

The description in Figure 1 depicts the average levels of interest, skill and aptitude found in the 198 students. Aside from the obvious popularity of outdoor and mechanical vocations, a pattern has been revealed that suggests significant accuracy in this information. This pattern occurs in the relationship among interest, skill and aptitude. For one thing it shows their skill to be less than their interest in most (six of the ten) vocational classes. This indicates validity because students and youth as whole are lacking in skills. Another characteristic of youth is optimism. Optimism is clearly evident in these students because they rate their aptitude (potential ability) higher than interest and skill in all of the 10 vocational classifications. These trends are consistent with youth in general. From this, one could conclude that valid data was used to draw the profile (Figure 1) of the average pilot program enrollees' vocational interests, aptitudes and skills.

#### ENROLLMENT HISTORY

One wonders why a school decides to apply for a pilot program. It is suggested occasionally that something is "wrong" if a school wishes to implement a new program. That "something wrong" is usually directed at enrollment with the hypothesis that any school desiring a new program is attracting students. Table XXVI displays a three year enrollment history of each of the nine pilot schools. Included in the enrollment history is the total male enrollment of the school in grades 9, 10, 11, 12; vocational agriculture enrollment by grade; and the percent that the vo-ag enrollment is of the total male school population. It can be noted, for example, that in 1968-69 Barron had 312 boys in grades 9-12, and 131 students taking vocational agriculture. The 131 students are 42 percent of the male enrollment of the school.

The number of males in grades 9-12 vary from year to year. One would normally expect a pattern of an increase in male students each year. This was true for only two schools--Janesville and Jefferson. In four schools--Barron, Cameron, Plymouth, Verona--a smaller male population was reported in 1967-68 than was reported in 1966-67 and in 1968-69. Eight of the nine schools show a general maintenance or gain in male population over the three-year period with only Waterloo experiencing a decline in male enrollment.

Enrollment in the vocational agriculture classes also varied from year to year with five of the schools showing a decline in 1967-68 from the previous year. By examining the last column of figures a different pattern is seen. This column shows the percent that the vocational agriculture enrollment is of the total



Figure 1

PROFILE OF PARTICIPANTS VOCATIONAL INTERESTS, SKILLS AND APTITUDES

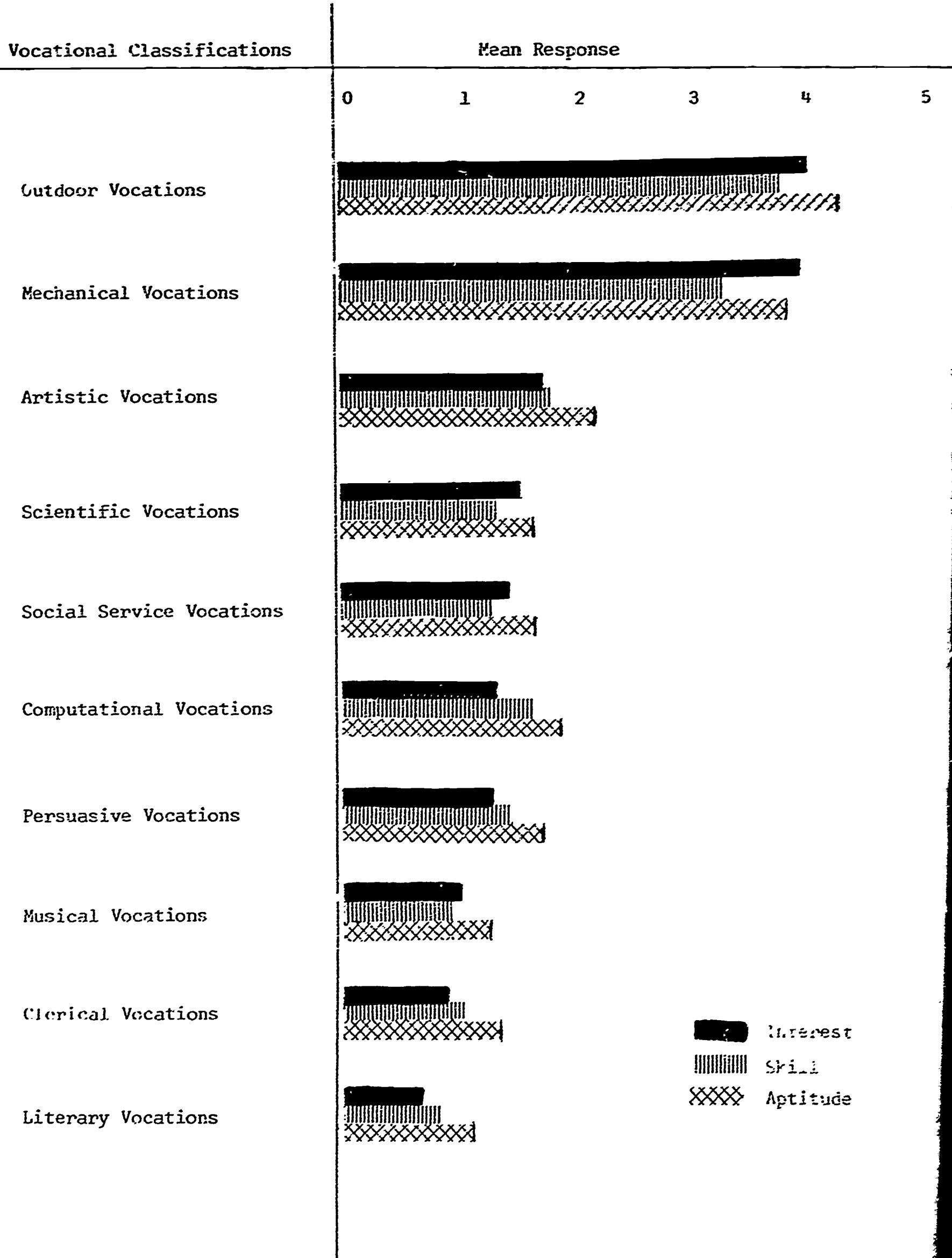


TABLE XXVI - THREE-YEAR ENROLLMENT HISTORY OF THE NINE PILOT SCHOOLS

School	Year	Enrollment of Males Grades 9-12	Vo-Ag Enrollment Grades				Proportion: Vo-Ag Enrollment/ Male Population
Barron	1968-69	312	31	42	30	28	131(42)
	1967-68	283	22	24	31	25	102(36)
	1966-67	313	27	23	26	35	111(35)
Cameron	1968-69	108	9	10	14	9	42(39)
	1967-68	98	10	12	18	13	53(54)
	1966-67	100	7	15	5	4	31(31)
Janesville	1968-69	1755	55	34	27	33	149( 9)
	1967-68	1635	27	49	42	13	131( 8)
	1966-67	1596	26	27	16	30	99( 6)
Jefferson	1968-69	368	18	13	19	11	61(17)
	1967-68	357	10	13	16	15	55(15)
	1966-67	345	16	13	18	14	61(18)
Oshkosh	1968-69	1640	46	33	44	19	142( 9)
	1967-68	1643	14	50	32	14	110( 7)
	1966-67	1603	41	26	31	29	127( 8)
Plymouth	1968-69	427	23	10	24	31	78(12)
	1967-68	416	11	12	18	27	74(18)
	1966-67	426	14	24	28	18	64(20)
Rosholt	1968-69	116	12	19	22	37	90(78)
	1967-68	126	22	18	20	26	86(69)
	1966-67	118	14	18	18	15	65(55)
Verona	1968-69	198	21	9	10	30	70(35)
	1967-68	161	8	19	12	18	57(35)
	1966-67	170	9	15	8	10	42(25)
Waterloo	1968-69	148	7	10	13	17	47(32)
	1967-68	156	7	9	10	9	35(22)
	1966-67	166	7	12	11	11	41(25)

school male population. Though the male population of the school varied, vocational agriculture enrollment was observed to be more stable and to spiral upward. At Barron, for example, the male population declined by 30 from 1966-67 to the 1967-68 school year, vocational agriculture enrollment declined by nine but the net effect was a gain in one percent of the male population base.

In six of the nine schools, vocational agriculture enrollments were in excellent shape and in some cases actually gained with a varying male population base. At Waterloo the male population base declined but vocational agriculture enrollments did not decline at the same rate. In only two schools--Plymouth and Jefferson--did an examination of the enrollment history reveal that vocational agriculture enrollments were slightly off pace of school growth.

#### NINTH GRADE STUDENTS IN THE PILOT SCHOOLS

It is important to note if the pilot programs attract over a period of three years clientele who are more academically talented than the clientele attracted when the programs started. Each school was asked to record the I.Q. and the grade point average for their 1968-69 ninth graders. The grade point average was for 8th grade work and was for full year courses. These data are displayed in Tables XXVII, XXVIII, and XXIX. Caution must be exercised in examining these data. The I.Q. scores are those reported by the school and reflect different I.Q. tests and the I.Q. at different grade levels. It is thus not possible to compare one school with another except in the most general terms. For that reason discussion of these data is limited.

From Table XXVII it can be noted that 57 percent of the students tested in the "normal" I.Q. range of 90-109. Note from Table XXVIII that 60 percent of the students had a grade point average 2.0 or below. These observations are confirmed when I.Q. and G.P.A. are plotted together in Table XXIX. Thus it can be observed from these data that though the ninth grade students in the agriculture pilot programs test as average students they achieve academically slightly lower than one would expect.

TABLE XXVII - I.Q. RANGE OF NINTH GRADE STUDENTS IN THE NINE PILOT SCHOOLS,  
BY SCHOOL

School	I.Q. Range					Not Available	Total
	< 72	73-89	90-109	110-125	126 >		
Barron		2	19	8		2	31
Cameron	1	2	3	2			8
Janesville		7	35	12			54
Jefferson			10	3		6	19
Plymouth	1	3	14	5		1	24
Oshkosh		5	15	9		1	30
Rosholt		2	7	3	1		13
Verona		1	10	2		7	20
Waterloo	—	<u>1</u>	<u>4</u>	<u>1</u>	—	—	<u>6</u>
Totals	2	23	117	45	1	17	205



TABLE XXVIII - GRADE POINT AVERAGE OF NINTH GRADERS IN THE NINE PILOT SCHOOLS, BY SCHOOL

School	Grade Point Averages								Total	
	.01- .50	.51- 1.00	1.01- 1.50	1.51- 2.00	2.01- 2.50	2.51- 3.00	3.01- 3.50	3.51- 4.00	Not Avail.	Total
Barron	1	5	10	10	3		2			31
Cameron	2	2	2	1		1				8
Janesville		3	14	10	12	4	3		8	54
Jefferson		5	3	3	4	2	2			19
Plymouth		1		8	9	4	1		1	24
Oshkosh	1	7	13	5	2	2				30
Rosholt				5	1	5	1	1		13
Verona			2	4	5	2		1	6	20
Waterloo		1		5						6
Totals	4	24	44	51	36	20	9	2	15	205

TABLE XXIX - I.Q. AND GRADE POINT AVERAGES OF NINTH GRADERS IN THE NINE PILOT SCHOOLS

IQ/GPA	3.6 4.0	3.1 3.5	2.6 3.0	2.1 2.5	1.6 2.0	1.1 1.5	0.6 1.0	0.1 0.5	Un- known	Total
126 >			1							1
110-125	1	5	11	12	8	6	1		1	45
90-109		4	7	21	35	28	15	1	6	117
73-89			1	1	5	6	7	2	1	23
< 72							1	1		2
Unknown	1			2	3	4			7	17
Total	2	9	20	36	51	44	24	4	15	205

## CONCLUSIONS

1. The pilot programs attract students with non-farm backgrounds. In 1968-69, 18 percent of the students in Wisconsin taking vocational agriculture were non-farm students while the pilot programs enrolled 66 percent in that category. Departments located in small rural schools attracted non-farm students in nearly the same ratio as did large urban departments.
2. The pilot programs do not employ the traditional notion of a four-year sequence of courses in agriculture as a significant number of students entered vocational agriculture at a point later than 5th grade.
3. Grading students with farm and non-farm backgrounds in the vocational agriculture pilot programs is a major problem. Though the students had comparable academic performances in non-agriculture courses, the urban students were graded lower in agriculture classes than were the farm students.
4. Non-farm students enrolled in the pilot agriculture courses with very limited occupational experience.
5. Students enrolled in the pilot programs on an elective basis and for exploratory reasons. Only one student in three had a definite career commitment.
6. Previous occupational experience affected career plans. Students having occupational experiences prior to their enrollment in the pilot programs for definite career objective while those without previous occupational experience tended to enroll for exploratory reasons.
7. Residence affected career plans. Students with farm backgrounds not planning to farm exhibited a preference for non-agricultural jobs while urban students preferred either conservation or non-agricultural jobs.
8. Six out of every 10 students were not consistent when asked to identify a list of four occupations that they were considering.
9. Students with a farm background and previous occupational experience may possess more vocational maturity than students without such experiences.
10. The students viewed themselves as possessing high interests, skill and aptitude in outdoor and mechanical vocations.
11. Seven of the nine pilot schools showed vocational agriculture enrollments as strong as or stronger than the growth in the male population of the school.
12. The ninth grade students of the pilot program schools have recorded I.Q. scores in the normal or average range but achieve below average academically.